CATALOGUE

OF THE

INSTRUCTORS & PUPILS

OF THE

FEMALE SEMINARY

OF

GETTYSBURG.

GETTYSBURG:

PRINTED BY H. C. NEINSTEDT.

MDCCCXLVI.

Digitized by the Internet Archive
in 2018 with funding from
This project is made possible by a grant from the Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries

https://archive.org/details/catalogueofinstr00fema

Instructors.

H. HAUPT, A. M., Principal,
Teacher of Math., and Nat. and Moral Science.

Mrs. M. A. RYAN,
Teacher of Inst. and Vocal Music, and French.

Miss M. E. HAUPT,
Teacher in Preparatory Department.

Miss HARRIET SMITH,
Assistant in Preparatory Departments.

Mr. ISAIAH GOUGLER,
Teacher of Sacred Music.

CATALOGUE OF PUPILS

WHO HAVE BEEN CONNECTED WITH THE INSTITUTION DURING THE PAST YEAR.

Names.	Residence.
Caroline Arnold,	*Gettysburg, Pa.*
Mary Adrain,	*Westminster, Md.*
Anna Baugher,	*Fountaindale, Pa.*
Caroline Baugher,	"
Alice Baugher,	*Gettysburg, Pa.*
Sarah Barrett,	"
Lucretia Beam,	"
Caroline Buehler,	"
Annie P. Cowden,	*York, Pa.,*
Sarah H. Cowden,	*Northumberland, Pa.*
Elvira E. Clarkson,	*Gettysburg, Pa.*
Priscilla Clarkson,	"
Sarah Chritzman,	"
Hannah Danner,	"
Jane Denwiddie,	"
Sarah Denwiddie,	"
Catharine Flohr,	"
Anna Fahnestock,	"
J. Anna Fishak,	*Bendersville, Pa.*
Catharine Good,	*Huntingdon Co. Pa.*
Harriet Gilbert,	*Gettysburg, Pa.*
Boyd Anna Gilbert,	"
Joseba Gardner,	*Petersburg, Pa.*
Louisa C. Keller,	*Gettysburg, Pa.*
Eliza C. Keller,	"
Louisa Kuhn,	"
Mary Kuhn,	"
Helen Knox,	*Adams Co.*

Names.	Residence.
Louisa Martin,	*Gettsyburg, Pa.*
Eliza Martin,	"
Louisa McCreary,	"
Elizabeth McCreary,	"
Margaret McClean,	"
Louisa McClellan,	"
Ellen McClellan,	"
Mary Middlecoff,	"
Amanda Oyster,	*Washington, D. C.*
Sarah Paxton,	*Gettysburg, Pa.*
Catharine Plitt,	"
Sarah C. Royer,	*Huntingdon Co.*
Amelia V. Ryan,	*Philadelphia, Pa.*
Maria Shultz,	*Gettysburg, Pa.*
Elizabeth B. Steenbergen,	*New York,*
Caroline B. Steenbergen,	"
Mary C. Steenbergen,	"
Eleanora Schmucker,	*Gettysburg, Pa.*
Josephine Schmucker,	"
Helen Schreiner,	"
Alma Sell,	"
Jane Smyser,	"
Lavinia Sample,	"
Isabella Thompson,	"
Louisa Tate,	"
Maria Thompson,	*Adams Co.*
Salome Vandersloot,	*Gettysburg, Pa.*
Mary Watson,	"
Eliza Walter,	"
Matilda Walter,	"
Mary Ann Weaver,	"
Eliza Weaver,	"
Margaret E. Wright,	*Columbia, Pa.*
Martha A Warren,	*Gettysburg, Pa.*
Charlotte Ziegler,	"

Total 63.

REGULAR COURSE OF INSTRUCTION.

The Branches which receive attention throughout the course are Spelling and Defining, Reading, Writing, Composition.

STUDIES OF THE PREPARATORY DEPARTMENT.

Emerson's Arithmetic, 2d part, Mitchell's Primary Geography, Elements of History, Wayland's Moral Science abridged, Smith's Grammar.

OAKRIDGE DEPARTMENT.

4TH CLASS.

1ST SESSION.	2D SESSION.
Morse's Geography, commenced,	Morse's Geography, completed,
Emerson's Arithmetic, 3d part,	Emerson's Arithmetic, completed,
Frost's United States, commenced,	Frost's United States, completed,
Kirkham's Grammar, commenced,	Kirkham's Grammar, completed,
Scholar's Companion,	Scholar's Companion.

3D CLASS.

1ST SESSION.	2D SESSION.
Arithmetic reviewed, Davies' Algebra,	Davies' Algebra completed,
Comstock's Philosophy,	Comstock's Philosophy,
Watts on the Mind,	Watts completed and reviewed,
History of England,	History of England completed,
Woodbridge's Geography,	Woodbridge's Geography comp.
Physiology,	Mammalogy.

2D CLASS.

1ST SESSION.	2D SESSION.
Mitchell's Ancient Geography,	Ancient and Sacred Geography,
History of Greece,	History of Rome,
Chemistry,	Chemistry,
Davies' Geometry,	Davies' Geometry,
Comstock's Geology,	Entomology,
Botany commenced,	Botany completed.

1ST CLASS.

1ST SESSION.	2D SESSION.
General History commenced,	History completed,
Kendall's Uranography commenced,	Kendall's Uranography completed
Blair's Rhetoric,	Wayland's Moral Science,
Evidences of Christianity,	Natural Theology,
Young's Analysis,	Criticism,
Mensuration,	Trigonometry & Book-keeping,
Ornithology,	Conchology.

OPTIONAL COURSE.

The optional course will include Music, Drawing, Painting, French and other languages.

EXPENSES PER ANNUM.

For board, including fuel, bedding and lights,	-	$100
Tuition $8, $12, $18, $24, or $30, according to the class,		
Washing, - - - - - -		10
Music, - - - - - -		25
Use of instruments, - - - -		5
Languages, - - - - - -		10
Drawing and painting, - - - -		10
Vocal Music, (sacred,) - - - - -		2 50
Ornamental needle-work, no charge.		

The expenses for the Summer session will be two-fifths, and for the Winter session three-fifths of the above.

This bill of extras is the result of a disposition to reduce every item to the lowest limit at which the instruction can be furnished, no more has been charged than is sufficient to pay the expense of teachers. Some items will be found to be but one-half, and others but one-fourth the usual rates.

Payment will be expected one-half in advance, and half in the middle of the session, and if sickness or other sufficient cause

should render it necessary for a pupil to leave before the close of a session, a just proportion will be refunded.

The ordinary expenses will vary from $125 to $140 exclusive of books. When all the extra branches are attended to at the same time and the pupil is in the highest class, the expenses will be $200.

No pupil will, as a general rule, be received for a shorter period than one session.

There are two vacations in the year of five weeks each, commencing on the third Thursdays of April and September. Parents and guardians at a distance will be notified when the sessions close. The Summer session for the current year (1846) will commence May 21st, the Winter session Oct. 29th. The lengths of the sessions are four and six months.

GENERAL REMARKS.

During the past session the boarding department has been removed to the pleasantly located residence of the Principal, known as Oakridge, and the pupils are now under the immediate care of himself and lady, as members of their family.

The improvements at Oakridge are new, neatly finished, and occupy a conspicuous position on an eminence which commands a beautiful view of the surrounding country. On the north extends as far as the eye can reach the elevated range of the South Mountain; in front, upon the opposite declivity of a valley, and at a distance of about half a mile, lies the town of Gettysburg, and on the south, east, and west, are landscapes diversified by woods and cultivated fields, with occasionally an abrupt peak rising far above the general level of the plain.

In the rear of the buildings and belonging to the Institution, is a piece of woodland nearly a quarter of a mile in length, and covering an area of seven acres; it is sufficiently secluded from observation and well suited in every way as a place of recreation for young ladies.

The government of the school is as nearly as possible parental: the boarding pupils are regarded as members of one family, and the social affections carefully cultivated. Reading aloud from

books selected by the Principal, and conversation upon the subjects read will form a regular evening exercise.

Lectures will be given throughout the course, on Natural History, Intellectual and Moral Science, and other subjects of interest and importance. Several gentlemen of distinguished abilities have consented to assist.

The Sabbath is passed in attendance at public worship, biblical recitation, and other suitable exercises. Catechetical instruction will also be given to the pupils when a desire to this effect is expressed either by their parents or themselves. Pupils can attend morning worship in company with a teacher wherever parents may direct, but they are never allowed to go to town in the evenings.

The rules of the Institution are calculated to promote habits of regularity and order, and it is expected that every pupil will consider herself conscientiously bound to observe them: it is far from our wish to impose any restriction that necessity does not imperatively require, but on the other hand no indulgence will be granted that may establish a bad precedent, or lead to unpleasant or injurious consequences.

Amongst the prohibitions is that of visiting the town unattended by one of the teachers.

Every young lady will be expected to dress neatly but plainly. We disapprove of unnecessary decoration on the one hand as much as carelessness on the other. The clothing should be of a dark color plainly made, and suitable to the season. Every article should be marked with the name in full.

Connected with the Institution is a Preparatory Department situated in a retired part of the Borough. This is designed principally for the accommodation of the smaller pupils of the town.

The school, including the Preparatory Department, is divided into six classes, and the course of studies contemplates a period of six years: but pupils can enter in any class if prepared to proceed with the studies in which it is engaged.

A valuable collection of Philosophical and Chemical apparatus and of Minerals, Shells, and specimens in other departments of Natural History, belongs to the Institution.

For the satisfaction of parents at a distance we will state, that in case of sickness, the best medical assistance is always at hand. The situation, too, is remarkably healthful; a case of serious indisposition has never yet occurred amongst our pupils.

EXTENSION.

The Institution has heretofore been conducted by Prof. Haupt, as a private school. It is now proposed to extend its operations, procure an act of incorporation with collegiate powers and privileges, and conduct its affairs under the auspices of a Board of Council.

About five-sixths of the stock required to carry the plan into effect having been subscribed, the stockholders held a meeting on the 27th Dec. 1845, at which a Constitution was adopted, and a Board of Council elected with authority to apply for an act of incorporation whenever they may deem it expedient.

The Council consists of the following gentlemen:

Rev. B. KELLER, *President*,
Hon. M. McCLEAN, *Vice President*,
Rev. E. V. GERHART, *Secretary*,
J. B. McPHERSON, Esq. *Treasurer*,
Mr. GEORGE SHRYOCK,
Rev. S. S. SCHMUCKER, D. D.
Rev. C. P. KRAUTH, D. D.
D. GILBERT, M. D.
Rev. H. L. BAUGHER,
D. M. SMYSER, Esq.

REPORT.

The following Report has been prepared by the Principal in compliance with the wishes of several of the stockholders, for the purpose of disseminating information in reference to the character of the school, the objects for the attainment of which an extension is proposed, and the principles upon which its operations are to be conducted.

To the Board of Council and Stockholders of the Female Seminary of Gettysburg:

GENTLEMEN:

The relation which you sustain to the Female Seminary of Gettysburg, renders it necessary that you should be made acquainted with its present condition and prospects, with the general principles upon which its operations are to be conducted, and with the objects for the attainment of which an extension of the improvement is proposed. I therefore comply with the wishes of several of your board, and respectfully present the following report:—

The position which I occupy in reference to this Institution is one which I was reluctantly compelled to assume by a combination of circumstances peculiar in their nature and unexpected in their results; but having assumed it, I feel much encouraged by the success which has thus far attended our efforts. The number of pupils in connection with the school during the past year has been sixty-three, which I believe is considerably greater than at any former period of its existence. It is proper to state, however, that not more than forty-eight were connected with the school at any one time. Changes amongst the pupils frequently occurred, a large proportion of the more advanced day scholars entered but for one session and without any expectation of continuing longer, and we found that the local patronage, although considerable at first, was very fluctuating and uncertain. The arrangements that were made when I took charge of the school appeared to be the best that circumstances at that time would allow, and were highly satisfactory to our citizens; but we soon discovered that they would not answer for boarding pupils, and that no reasonable prospect

of permanent success could be entertained until this department should be placed upon a different basis. The suspension of the male school opened the way for its removal to Oakridge, and the change was accordingly made, much to the satisfaction of our distant patrons, whose confidence was thus effectually secured.

We well knew that the removal of the higher department of the school would be viewed with disapprobation by a few who would be subjected to inconvenience, but we were satisfied that, situated as we were, the removal or suspension of the school were the only alternatives, and of the two evils we chose what all must acknowledge was the least. The comfort and security of the boarding pupils have, by this arrangement, been greatly promoted and the prospects for future encouragement rendered as favorable as we could desire. The pupils are here removed from the many evil influences of a town; they are under the immediate supervision of the Principal as members of his family. They have ample shaded grounds for exercise, and are unexposed to public observation during the hours of recreation.

Much that was desirable has thus been secured, but much remains to be done before we can carry out our plans in accordance with the views of Female Education which we entertain.

The chief object for the attainment of which our association has been formed, is to secure such arrangements as will enable us to conduct the operations of the school in the confident expectation that its members will derive benefit spiritually as well as intellectually from their connection with it. We feel deeply our responsibility, and endeavor constantly to bear in mind that the future usefulness of our pupils, and their welfare both for time and for eternity depend upon the characters formed and the habits acquired during the period of youth, and we think it our first duty to use all proper means to lead them to a knowledge of their Creator and themselves. Experience has taught us that much injury may result from the mutual influence which young persons exert upon each other, and we have come to the conclusion that pupils, whose moral principles are not firmly established, should have few opportunities of being together unobserved; they should be as much as possible under the eye of a teacher who feels that to her their dear-

est interests are entrusted; that the position which she occupies in reference to them is one of high and solemn responsibility, and that her constant aim, the object of her prayers, her daily and even hourly efforts, should be to promote their spiritual improvement. A young lady may be possessed of personal attractions, she may display the most varied accomplishments, she may add to this even solid and extensive intellectual acquirements, yet if she is withal deficient in the "one thing needful," no cheering prospects can attend her passage through life, no bright anticipations can be formed of that usefulness for which she might otherwise be eminently qualified. Without piety to direct in the path of duty, to restrain from evil, to cheer in the hour of depression, of sickness, or of death, of what value would be all her other qualities? To guard against evil influences and to place our pupils in a healthful moral atmosphere, should, I think, be the first and most prominent object of our efforts.

Conscientious parents frequently retain their children under their own roof during the period within which they are receiving instruction, but besides that this private education must always be exceedingly imperfect, they cannot even here be always secure. The social feelings of youth naturally lead them to seek companions, and amongst their neighbors and friends are often found those whose influence is more pernicious than any to which they would be liable at school. The danger to which young persons are exposed from the evil influence of associates is to be met with every where; it cannot be avoided without avoiding society altogether, and we believe that in a well conducted institution, with properly qualified instructors, and suitable rules and arrangements, more security for morals can be obtained than is generally found at home.

In the arrangement of a plan for a School Edifice, reference should be had to several very important particulars intimately connected with the best interests of the pupils, and which may be affected by its mode of construction. These I would arrange in the order of their relative importance, as follows:

1, Religious Improvement; 2, Health and Physical Comfort; 3, Domestic and Social Duties; 4, Intellectual Cultivation; 5, Accomplishments.

1. To attain the first object more will depend upon the teachers than upon any of the domestic or other arrangements. Few, perhaps, appreciate fully the duties and responsibilities of this relation, and fewer still enter upon them with that prayerful preparation without which a blessing cannot be expected to attend their efforts; still, the arrangement of the building is not without its influence, and I have experienced some difficulty in deciding upon the details when examined in reference to the moral effects which might be expected to result from them.

One of the most important questions refers to the construction of the dormitories. Which are preferable, large rooms in which a number can be placed under the care of a teacher, or smaller apartments capable of holding two or three? Both plans have their advocates, and both have been extensively adopted; against the first it is objected that the pupils cannot enjoy sufficient privacy, they must wash, dress, eat, sleep, and in fact live in a crowd. The arrangement with smaller rooms is no doubt more pleasant for them, but the question for us to consider is, will it be best calculated to promote their moral and intellectual improvement? There can be no doubt that were all the members of a school of such a character that confidence could be reposed in them, were they all earnestly seeking the right way and desirous of improving their opportunities for gaining knowledge, they might be safely left to themselves; but this is not the character of all who may be sent to school, and I am therefore in favor of a system that will bring them as much as possible under the influence of their teachers.

A sectional arrangement I consider preferable to any other; each section should consist of not more than ten or twelve under the care of a female superintendant, and have its own separate dormitory, wardrobe, and dressing, sitting, and study-rooms. The dressing-rooms should be furnished with every convenience for ablutions, and so arranged that every one who desired it could enjoy entire privacy. Each superintendant would be responsible only for the members of her section, she would be expected to occupy in reference to them, as nearly as possible, the position of a parent, and use constant efforts to improve their morals, minds, and manners. To secure for her respect and influence, she

should herself conduct the evening religious exercises with her section; she should read to them, converse with them, and do every thing else to promote their welfare that maternal solicitude could dictate.

We think that this arrangement would secure every thing that could be desired, a mutual attachment would naturally be formed between the teacher and the members of her section, from which the happiest influences might be expected to result, and the moral supervision being thus entrusted to several individuals, each of whom would be responsible only for a limited number, would be more complete than by any other plan of which I can conceive.

2. To promote health, frequent exercise in the open air is indispensable, and for this our location offers every facility.

3. The third subject in the order of relative importance I conceive to be domestic and social duties:

That education is the most valuable which will best prepare for the duties and responsibilities of life. Every lady must expect at some time to be called upon to assist in or to direct the various operations of the household. The comfort of herself, her family and her friends, often depends upon the possession of a knowledge of domestic arts which many young ladies affect to despise. How many, educated with the false notions of respectability which characterize certain classes of American society, have been compelled to learn in tears and by the slow process of experiment, those duties which were found to be of far more importance than the accomplishments upon which time had been wantonly lavished.

We do not hesitate to express our conviction that whatever may be the circumstances of a lady, whatever may be her wealth or her position in society, her education is lamentably deficient if she cannot, when necessity requires, direct in every department of domestic duties. We do not, however, assert that such instruction should be given at school, home is the proper place and the mother the proper teacher. It would be difficult, perhaps impossible in general, to make such arrangements as would allow the pupils of a school to assist, to any considerable extent, in the preparation of food and other duties of a similar nature, and if it could the time

required might interfere with regular studies. We have however said enough to shew that it will form no part of our plan to encourage young ladies in the false notion that such employments are degrading; we believe that nothing is degrading that is necessary, and that she who can accommodate herself to circumstances and cheerfully perform the duties of every situation in which she can be placed, possesses qualities which will secure for her more approbation and general esteem than the most brilliant accomplishments could confer.

A great and highly beneficial influence may be exercised over pupils by familiar conversational lectures on subjects which belong peculiarly to ladies, and to which only a lady can with propriety refer—dress, health, diet, manners, courtesy, domestic qualifications, and many other things can thus be alluded to and proper sentiments carefully inculcated. These duties should belong to the superintendants of sections.

4. In reference to intellectual cultivation I will remark that the education of females is generally much more superficial than that of the other sex, and too much time in proportion is devoted to what may be called the ornamental branches. This is wrong: the duties and responsibilities of women in American society particularly, are but little less important than those of men, and a course of instruction not less thorough and systematic is required. If time and means are limited, the course should be abridged and only a few of the most important branches attempted, but as far as it extends it should be thorough, and arranged with a view to discipline the mind and prepare it for active usefulness.

5. To music and other accomplishments, we have given the lowest place, for although we consider them highly desirable as calculated to add to the pleasures of home, and as furnishing the means of agreeable recreation, yet they are least important, as they contribute but little to a preparation for the duties of life, in the discharge of which, circumstances frequently require that they should be laid aside. Provision has been made, however, for instruction in these subjects, and well qualified teachers employed.

Dancing, which is sometimes taught at schools, we disapprove of most decidedly; it is advocated as a means of amusement, as

calculated to promote grace of manners and as a beneficial exercise; we admit all this, but so long as it is proper to avoid temptation, so long should this fascinating exercise be discarded from every school which professes to be governed by christian principles. Can a christian conscientiously attend balls and dancing parties? can he sanction by his presence the dissipation, extravagance and folly that are inseparably connected with these things? then, and not till then, will it be proper for our daughters to be instructed in an art which will render the temptation to visit such scenes almost irresistable. The physical advantages of dancing, we believe, can always be secured by other less objectionable exercises.

In the arrangement of our plan it has been our object to secure every thing which we considered important in accordance with the principles which have been explained: in the subsequent management every effort should be made to render the pupils happy and contented. To supply them with amusements and with healthful and invigorating exercises should be as much a part of the system as the instruction itself.

To promote order and discipline and to secure a proper attention to duties, a system of marks and demerits has been found very efficacious. A daily record is kept of recitations: violations of rules, deficiency in neatness, incorrect deportment, every thing which needs reformation is marked, and the number attached to each offence expresses its relative criminality.

Monthly reports are sent to parents containing the conduct and recitation marks, and accompanied by letters from the pupils, which are designed not only to give information in reference to health and other particulars of interest, but also to exhibit specimens of penmanship and epistolary composition. These letters must be written with care, and are inspected, but no other correspondence is examined by the teachers unless suspicion of something improper, or other circumstances, should render it necessary. All letters and papers pass through the hands of the Principal, who claims the privilege of retaining any publication which he may consider objectionable.

In the government of a school there can be no doubt that moral influences should be chiefly relied upon, and that pupils should be

led to attend to duties by a feeling of affection rather than a fear of censure. As far as practicable a plan of self-government should be introduced, efforts should be made to implant elevated sentiments in the minds of the pupils, to induce them to do right for the sake of right and to avoid wrong because it is wrong. In this, as in every thing else relating to the government and discipline of a school, much will depend upon the skill and moral qualifications of the teachers; by proper management the approbation of the pupils in favor of the rules can generally be secured, and they can be induced to yield obedience from a conviction that the general good requires them. Still we believe that there are some whose moral sensibilities are so obtuse that it is difficult to excite in them a sense of right, who exercise but little self-denial and are governed principally by their wayward inclinations, who admit the propriety of nothing which prevents them from doing as they please. With such a different course must be pursued and rules and penalties become necessary.

In establishing rules care should be taken to make none that are not indispensable or which it is not intended rigidly to observe, and no violation should be suffered to pass unnoticed. Pupils who are governed by principle will never violate a rule designedly, and when it is done by accident it is proper that it should be excused, especially if the offender herself repent the violation: those who are of an opposite character and are deficient in principle, must be kept in check by the fear of punishment, until by judicious and persevering efforts, a change can be produced. Should an individual long continue proof against moral influences, justice to her associates would require that she should be withdrawn, it would be wrong to allow the society of the school to be injured by the continuance of an unworthy member.

We think it our duty to keep parents informed of the progress of their children, and we believe it to be theirs to sustain and assist us in the maintenance of good order and discipline. It is perhaps impossible to pursue such a course in reference to pupils that perfect satisfaction will always be given; the necessary restraints of school, particularly for those of a juvenile character, are so contrasted with the liberty enjoyed at home, that to some the mildest

measures seem harsh and those rules which are necessary to preserve order and attention to duties appear to them unnecessary and tyrannical, as a consequence complaints and representations are sometimes made which are calculated to produce unfavorable impressions: in all such cases parents should repose confidence in the Institution and its officers, and feel satisfied that nothing has been done, or would be done, which duty or propriety did not require.

We endeavor to convince every pupil that if the monthly report should exhibit any demerit marks it is her own fault, it is easy by a proper attention to duties to avoid them; no one, for example, has any excuse for assuming a deportment or using language unbecoming a lady; no one should expect to have the privilege of being rude, disorderly or disrespectful; every one is allowed full time for the performance of every duty, and therefore no reason can be assigned for want of punctuality, and if a pupil should inadvertently violate a rule, or if she should not have more than one or two demerit marks in a certain time they would be excused; hence we repeat, that it is always possible for every pupil to avoid marks of demerit, and if she does not she is worthy of censure.

For intellectual improvement much dependance is placed upon frequent reviews; at present we review on Saturday all the lessons of the week and several weeks at the close of the sessions are occupied in a general review of the course. No other preparation is made for the examinations with which every session is concluded. These examinations are not designed to be entirely public, we do not like to compel young ladies to exhibit their attainments before a promiscuous assembly, and think it proper that their feelings which are generally averse to such requirements should be respected; but the parents and near relations of the pupils, the board of directors, the stockholders, and others interested in the institution, are not only permitted to attend, but their presence is desired.

In the recitation room every effort should be made to excite an interest; the pupils should be encouraged to ask questions and to state difficulties which may have occurred to them, and occasional questions should be asked by the teacher to direct their attention to points of more than usual difficulty or importance. In all cases

the aim should be to lead the pupils to think for themselves, and as much assistance as is neccessary to avoid discouragement should cheerfully be extended to them, but no more.

For the illustration of the various departments of Natural History and Science, the Institution is furnished with a good cabinet and collection of apparatus.

In conclusion, I will state that it is not my wish that the Institution should be placed upon a sectarian basis, but that it should be conducted on the most liberal christian principles. In the selection of teachers it will be no object to procure those who belong to any particular denomination, but those who are morally and intellectually best qualified to discharge their duties. When parents desire it pupils can attend, under the care of a teacher, at any of the churches of the town, but when no particular place is designated they will be expected to accompany the family of the Principal. Catechetical instruction will be given when requested.

I have thus presented a general exposition of the principles upon which I have conducted and expect to conduct the operations of the school, and hope by steadily adhering to them to render it more and more worthy of the support of the Christian Public. In carrying out our plan it will be advisable to proceed with caution and to incur no expenses which circumstances will not justify. Additions to the improvements should be made successively as they become necessary, and the plan should be such that any subsequent additions can be made without inconvenience. To extend the improvements sufficiently to enable us to accommodate about twenty-four pupils will require one thousand dollars more than have been already subscribed.

I hoped to procure this amount before April, but have reason to think that more time must be allowed, it is highly desirable that the improvements should be completed before the next winter, but as it is contrary to the principles which we have established to incur a debt, it is yet uncertain when we may be able to proceed.

Respectfully submitted,

H. HAUPT,

Principal.

CIRCULAR.

We take the liberty to invite your co-operation in a plan which is proposed for the enlargement of the *Female Seminary of Gettysburg.*

We wish to render this Institution more than ever worthy of the extensive patronage of the Protestant community; one in which parents can feel assured that, whilst their daughters are acquiring knowledge, and preparing both in mind and manners to occupy a respectable position in refined and intelligent society, their moral and physical education will also receive attention, and proper efforts will be made to inculcate sound religious principles.

As such we have felt confidence in recommending the Gettysburg Female Seminary. But as its means of accommodation are limited, as its present number of pupils is within two of the maximum that can be received, a necessity exists for its extension. To effect this object and also to promote the general interests of the school, an association has been formed which is proposed to be incorporated with Collegiate powers and privileges, and with a capital stock of about $6500. Of this sum $4000 have been advanced by the Principal; $1500 more have been subscribed in shares of $50 each. And $1000 more are all that yet remain to be subscribed, in order that the extension may be immediately commenced. Serious inconvenience will result from delay; and as a fundamental principle of the constitution, under which the association was formed, is, that no debts shall be contracted, or any obligations entered into, which will in any way involve the real estate in pecuniary liabilities, it is obvious that nothing can be done until the balance of the stock has been subscribed.

We do not ask your contribution as a donation, for which you are to expect no return but the consciousness of having given to a good object: on the contrary, we have reason to believe, from statements which have been made by the Principal of the present expenses, as also of the expenses of a similar institution formerly under his care, that the stock will be quite as good, and probably better, than most ordinary investments. It is but a few months since arrangements were first made to receive boarders. Previous

to that time the school was dependent entirely upon local patronage. The facts that during this short period the number has increased to within two of the maximum that the present building can accommodate, that at the present session it is double that of the last, that the school has been favorably and extensively recommended abroad, that it is becoming known, and that frequent applications from a distance are made for information in reference to it, are all so many indications of success which may be relied on with confidence.

For the economical management of the affairs of the institution, the best possible security is afforded in the fact that the Principal is himself the largest stockholder.

By the provisions of the Constitution the Principal is bound to report semi-annually to a board of Council, selected from the stockholders, giving an account of all receipts and expenditures, and all the profits both of the domestic and of the educational departments are to be divided amongst the stockholders in proportion to the number of their shares. As no debts can be incurred except on individual responsibility, the real estate cannot become encumbered, and the capital invested will always be secure. The Constitution also allows the sale and transfer of stock, limits the number of votes that may be given by one individual, and contains such other provisions as are necessary to secure the rights of all parties.

We have thus given you an outline of our plan, and believing that the object is one which cannot fail to meet your approbation, that it is one in which every Protestant should feel an interest, and that the investment is safe, we have taken the liberty to present this subject to your consideration, and invite your aid. The time has arrived at which the contract for the building should be made: we request, therefore, that if disposed to contribute, you will forward your subscription to the Principal (Prof. Haupt) at Gettysburg, without delay.

Rev. B. KELLER, *President*,
Hon. M. McCLEAN, *Vice President*,
Rev. E. V. GERHART, *Secretary*,
J. B. McPHERSON, Esq. *Treasurer*,
Mr. GEORGE SHRYOCK,
Rev. S. S. SCHMUCKER, D. D.
Rev. C. P. KRAUTH, D. D.
D. GILBERT, M. D.
Rev. H. L. BAUGHER,
D. M. SMYSER, Esq.

Council.